DOCUMENT RESUME

ED 228 366 UD 022 735

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TITLE Towards a Handbook for Technical Assisters on Information Utilization. Documentation and Technical Assistance in Urban Schools.

INSTITUTION Center for New Schools, Inc., Chicago, Ill.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE May 77
CONTRACT 400-75-0018
NOTE 33p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Practices; Educational Research; Elementary Secondary Education; *Human Resources; *Information Dissemination; Information Sources; *Information Utilization; *Technical Assistance; *Urban Schools
IDENTIFIERS *Documentation and Technical Assistance Project

ABSTRACT

This preliminary handbook, part of the Chicago Documentation and Technical Assistance Project, has been developed to inform technical assisters about information sources and information utilization procedures that might be useful in their efforts to link educational research with practice. The document is divided into two main sections. Section one describes the various sources of available information, including project staff members and bodies of research, to which Chicago Technical Assistance Region members may have access. A major part of such information consists of case studies from the nine participating technical assistance project sites. The second section provides for effectively using the various bodies of information, including these case studies. Appended to the paper are sample data collection and documentation forms. (GC)

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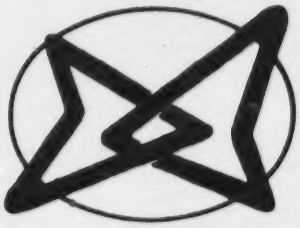


TOWARDS A HANDBOOK FOR TECHNICAL ASSISTERS ON INFORMATION UTILIZATION

Yvonne King
Center for New Schools

May, 1977

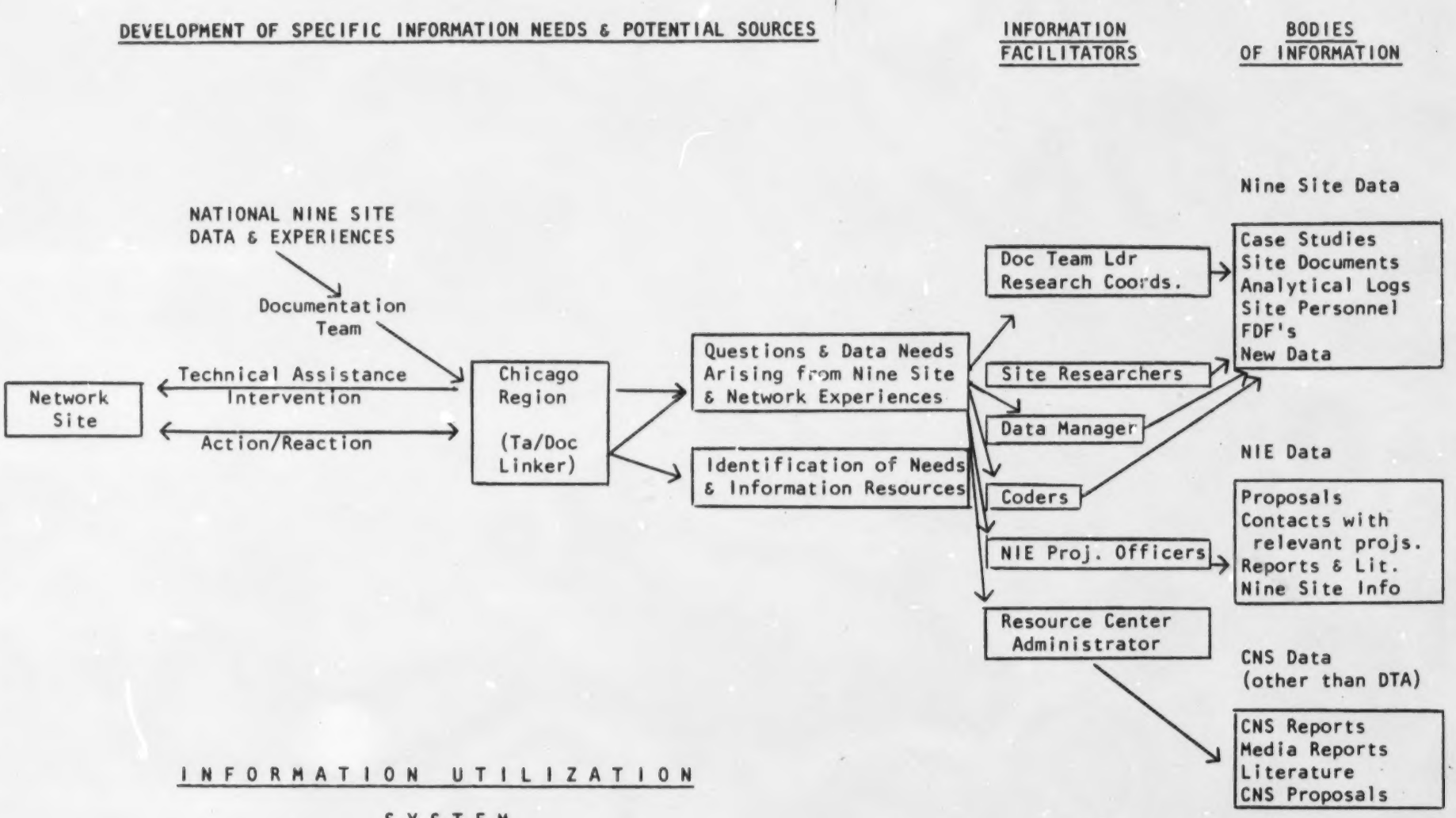
UD 022 735

ACKNOWLEDGEMENTS

The author is grateful to Steve Schensul for his conceptual and technical support in the preparation of earlier drafts of this paper and for his overall encouragement of her work and to Manford Holmes and Steve Wiison for providing valuable substantive comments on the initial draft. She thanks the following members of the Chicago Region of DTA for substantive contributions to the work: Carl Boyd, Ilena Crushshon, Frances Holliday, Sylvia Mills, and Barbara Stewart. She acknowledges having received encouragement and technical support in preparing the current draft from Hannah Meara and overall support for her work and on preparing this draft from Tom Wilson.

This paper is part of the Documentation and Technical Assistance Project of the Center for New Schools, 59 East Van Buren Street, Chicago, Illinois. This Project is funded by the School Capacity for Problem Solving Program of the National Institute of Education, contract #400-75-0018. The views expressed in this paper do not necessarily reflect views of that agency.

DEVELOPMENT OF SPECIFIC INFORMATION NEEDS & POTENTIAL SOURCES



I N F O R M A T I O N U T I L I Z A T I O N

S Y S T E M

INTRODUCTION

One of the major effects of the Documentation and Technical Assistance Project is to work out ways to improve educational practice with information resulting from educational research and thereby to contribute to the solution of the long standing problem of the mutual isolation of educational research and practice. We call this effort the linkage of research and practice. We are striving in a variety of ways to understand and strengthen the linkage process in order to improve our own and others' school improvement efforts. One of our attempted solutions has been to create the role of "TA/Doc Linker" (technical assistance/documentation linker) in order clearly to place the responsibility and the effort for facilitating the linkage process (for discussion of this role beyond this paper see Holmes, 1977b). As inhabitant of the role of TA/Doc Linker and as part of my linkage work, I am constructing a handbook for the technical assisters with whom I work on various sources of information that are potentially useful to them and on the procedures for information utilization which they may find helpful.

The title of this paper: "Towards A Handbook. . ." reflects the fact that not all of the ideas presented here have been sufficiently tested or refined. They were first developed in a draft in December 1976 as a tool to help in my work and are being tried within DTA at this time (May 1977). The final version of the handbook will be refined further based on this continuing experience.

I think this paper will be interesting to the reader outside of the Chicago Region of DTA as an illustration of the approach to knowledge use that we have developed with the prime focus being to meet the needs of technical assisters. Given the nature of the subject, problem solving in urban schools, it is particularly important that the reader consider the context of this handbook. We have found that while we (see, for example, Holmes, 1977a; Lenoir, 1977) and others talk about the importance of context in understanding information systems, in practice the warning is often ignored.

Readers must be aware of how most "how to" books evolve from the personal and context bound experiences of the author(s). A good introduction to a handbook will provide readers with information about those relevant experiences; for example, it will include information about the location in which the proposed methods evolved, the composition and background of the original target group, etc. The experience and context of the reader may be similar or vastly different from that of the author. These factors must be seriously considered during the reader's implementation of the author's suggestions of ways of doing something. A reader's ability to bring a critical awareness to his or her review and utilization of the proposed methods may determine the success or failure of the handbook as an aid.

Our Context

DTA is a rather complex project which includes research (referred to as documentation or Doc), technical assistance (TA), and internal

study (for an overview of the project see Wilson, Thomas, 1977); the overall purpose of the project is to contribute to the understanding and practice of knowledge utilization, or the linkage of research and practice, particularly as it relates to school problem solving. DTA staff members are located in many cities across the country. The main office is in Chicago, the location of the technical assistance team for which the proposed handbook is being constructed. This Chicago Region Technical Assistance Team consists of a Director, two Technical Assistance (TA) Specialists, an Analyst, an Administrative Assistant (AA), and a TA/Doc Linker. The Region Director is responsible for the overall implementation of problem solving strategies in the urban public schools within which we work. The TA Specialists provide face-to-face assistance to teachers in Chicago Public Schools and the Analyst studies the effects of their assistance. The AA's functions are to provide support services to other Region members and to document Region meetings; she has done some observation and documentation on the school site. The TA/Doc Linker facilitates the utilization of information to assist in the work of Region team members. Our goals as a team are to provide face-to-face technical assistance to teachers and others in Chicago public schools and to do so by using a variety of information sources including, importantly, information based in the DTA Project: documentation of nine school improvement strategies funded by the National Institute of Education (NIE).

All Chicago Region TA Team members are Black and most have had extensive experience as urban public school educators. Most have been

pupils in Chicago public schools. The public school district and the particular elementary school within which we work are in a section of Chicago where the population is over 98% Black. The elementary school principal is Black and the teachers we assist are both Black and white.

The purposes and organization of the rather unique DTA Project of which we are a part and the nature of our personal backgrounds and those of the members of the elementary school and community within which we work give rise to a need for useful information that is to some degree out of the ordinary and to some degree not uncommon within the universe of technical assistance experience. In the following part of the introductory section of this paper I will describe how informational needs originate within our TA Region.

Sources of Information Needs

Needs for information to inform practice arise from three sources within our project: from network site personnel, from Chicago Region TA Team members, and from members of the DTA Documentation Team. Information needs arise in the course of meetings, formal needs assessments, interviews, and informal dialogues. In this section I will describe how these three aforementioned constituencies identify information needs.

The network site consists of parents, teachers, and administrators in District 21 of the Chicago Public School System. The Principal at Ross Elementary School in District 21 initiated an Open Corridor Program in September, 1976, which includes 12 teachers and approximately

400 students. The Chicago TA Team began working with these teachers at that time and responded to their requests for information about open corridor education programs. Within that general need many specific questions arose which were responded to in a variety of ways.

Region TA Team members, as they seek to respond to information requests from network site participants and as they plan workshops and other programs to help them develop the open corridor program, initiate numerous requests for helpful information. Attentive as they are to the informational needs which arise in each unique context, they are in a position of constantly searching for new and useful information rather than of falling back exclusively upon their own well developed assistance strategies.

The DTA Documentation Team members, upon learning through a variety of informal and formal means of the work the members of the Chicago TA Region, generates ideas for kinds of available information which may be potentially useful in the network site. Their two year experience of documentation of nine urban public school change strategies, their knowledge of the published literature, and their own backgrounds of experience in urban education provide them with a base from which these ideas originate.

Information needs arise from these three sources. They arise in a number of formal and informal contexts. Section I of the proposed handbook will describe the variety of available sources of information including both staff members who serve as information facilitators and bodies of information to which Region members and others may have access. The second section will provide suggestions for using the various bodies

of information effectively. The process of using the various bodies of information articulated in this paper is a vital one and needs to be observed, studied, and refined. Effective utilization of existing bodies of information cannot be assumed; it needs to be developed.

TOWARDS A HANDBOOK: Section I:
SOURCES OF INFORMATION FOR SCHOOL IMPROVEMENT

Our technical assistance effort is to some degree unique in its ability to draw rather directly upon data about, and personnel and experiences of, technical assistance groups in a number of sites around the United States. The Chicago Region team members have multiple sources of information available to them both for the formulation of significant questions and for the development of answers to questions. The team members can draw not only on its activities and the impact of its action in the network site but has the support of DTA and its multiple sites, CNS (Center for New Schools) and its multiple projects, and NIE and its national contacts and projects. Such rich bodies of information by virtue of their complexity are not readily accessible to Region members. Efficient access requires the aid of persons who are in positions where they understand well both sources and needs for information.

Information is usually too narrowly defined as certain bodies of written information, especially papers and books. In the DTA Project there is a tendency to describe information from the nine sites only in terms of those data that are stored on field data forms, in and out of the computer. An effective information utilization system must

broaden its definition of available data to include a variety of stored information, whether the information is stored in the computer, on paper, in the heads of site documentation personnel, or in the archives of other projects, libraries and governmental agencies. Subsection A. introduces the various bodies of information which may be helpful to technical assisters. Subsection B. describes persons who may serve as information facilitators for Region members.

A. Bodies of Information

Nine Funded Sites. Chicago Region members' initial grounding in the experiences of the nine funded sites may most profitably come from reading the case studies. These case studies, written by site researchers, are descriptions of the experiences at the nine sites from their initial NIE funding in 1974 through June, 1976. Addenda to the case studies will be completed in the summer of 1977. Knowing the material in the case studies will facilitate reading and understanding other bodies of information from the nine sites.

DTA designed a unique data handling system for the qualitative data that are being collected at the nine funded sites. During the first period of their work, site researchers recorded events they observed on Field Data Forms (FDFs). These data have been stored in a computer, and categorized by content codes. Information contained in FDFs can be read directly from them or, more efficiently, can be retrieved from the computer through identification of relevant categories. During the second period of their work, site researchers re-

corded their observations of events at the sites in a different manner on forms called Analytical Logs. Logs also contain information which is potentially useful to technical assisters. Various staff members are also writing a number of papers referred to as Working Papers and DTA Products based on the documentation of the nine sites and on experiences with technical assistance within DTA. These papers focus upon a variety of conceptual issues of interest to technical assisters. (Handbook appendix will eventually contain a listing of these papers.)

Since the nine funded sites received their grants approximately 6 months before CNS was awarded the DTA contract, the project officers of the Local Problem Solving unit in NIE who monitored the nine funded sites have been and are a valuable resource. This NIE unit should also be viewed as a resource for information regarding other educational change strategies.

Site people and their experiences are valuable data and the greatest and most effective link to this body of information is the site researcher. These data are distinguished from the site researcher's case studies, FDFs, analytical logs, and papers in that the site researcher can be called and talked to directly. The site researcher can also facilitate discussion with site people about particular issues. The emphasis is on the people functioning as a body of information instead of the written material they generate.

Photographic documentation is an additional body of information and tends to enhance oral and written presentations. The site researchers, some research coordinators in the past, and the former media specialist

have generated a sizeable visual library depicting many different school/community situations.

The final bodies of information are other DTA written material including DTA proposals, reports, analysis papers, internal memos, etc.

Bodies of Information Other Than the Nine Site Data. Since CNS was founded in 1971, it has evaluated schools, studied the public alternative high school it started, provided direct face-to-face technical assistance to school/community constituencies and many other educational change efforts. All of the CNS written materials are stored in the CNS Resource Center. Staff members of CNS yield valuable information, e.g., an interview with Manford Holmes about the Chicago Joint Action project. Also, included in the Resource Center is material facilitating access to the Educational Resource Information Center (ERIC) system, an index of educational research reports which can be searched by computer.

Relevant written materials are also available from libraries and directly from publishers. Access to these materials is facilitated through ERIC. Additionally, other materials, such as films, may be found. These and other available materials may be profitably used with the aid of what I call information facilitators. The following section describes those information facilitators who will be useful to those wishing to use our bodies of information.

B. Sources of Information: Information Facilitators

Information facilitators to whom TA Region members have access are the TA/Doc Linker, the Project Director, the Doc Team Leader, the Research Coordinators, the Site Researchers, the Data Manager, Coders, CNS' Resource Center Administrator, and NIE Project Officers. Technical assisters outside of the DTA Project may look to similarly situated persons as information facilitators. If they are wishing to use nine site data or other CNS materials they may call upon these information facilitators.

TA/Doc Linker. One of the primary tasks of the TA/Doc Linker is to help Chicago Region Team members to clarify questions and information needs. From my participation in the TA planning and debriefing sessions, I am able to understand rather fully the informational questions posed and then to think of available types and sources of appropriate information.

I assist team members in identifying potentially useful sources of information. I may suggest to a team member to read a section of a case study, talk to a research coordinator, read some literature developed at one of the nine NIE funded sites, etc.

I also aid team members in talking with other DTA project members who may have useful information for them. Other project members may then facilitate direct access to site personnel. I also provide team members with viable methods for using the various data sources.

Project Director. Because of his overall responsibility for the DTA Project, and his involvement in other CNS projects, the Project Director can refer people to information from sources throughout the project and CNS.

Doc Team Leader. As the person responsible for the total documentation of the strategies at the nine NIE funded sites, he is well acquainted with those data and can facilitate the retrieval of useful information.

Research Coordinators. The Research Coordinators who work under the supervision of the Doc Team Leader in turn supervise the Site Researchers. They have skills to facilitate access to the case studies, site documents, analytical logs, site personnel, and field data forms (FDFs, site researcher's reports of field observations).

Site Researchers. The site researchers have extensive and intimate knowledge of the nine sites. In addition to their knowledge of the aforementioned bodies of information, site researchers can collect new data in response to requests by Chicago Region members. When appropriate they can facilitate direct contact between technical assisters, nine site personnel, and network site personnel.

Data Manager. The Data Manager is the keeper of the FDFs (Field Data Forms) that have been stored in the computerized data storage and retrieval system. She facilitates the development of inquiries (method for retrieving data by subject category from the computer) by DTA staff members who are seeking rapid access to nine site data. The computerized method of storing data is a sophisticated indexing system. The Data Manager's expertise in identifying the most appropriate subject headings

(content codes) will expedite the inquiry process, and ideally, maximize the amount of useful data that is retrieved.

Coders. The coders have a unique role in DTA with regard to the nine site data base since they have carefully read and interpreted much of it in order to assign content and actor codes. Consequently, the coders have become well versed in the sites' activities, strategies, styles of individuals, compositions of groups, methods for formulating groups, etc. They are thereby well equipped to respond to information requests.

CNS' Resource Center Administrator. This person is the keeper of all CNS reports, proposals, education literature, audiovisual materials, etc. As a skilled library researcher, she is prepared to assist staff members in retrieving useful information from an extremely wide universe of sources ranging from CNS' extensive files to government documents and literature available in libraries.

NIE Project Officers. These persons, who participated in the selection of the nine funded sites and monitored their activities before the DTA documentation process was initiated, have much useful information that is not available from other sources. Additionally, they possess a wealth of information about educational change strategies due to their work of reviewing proposals and awarding and monitoring grants and contracts. The TA/Doc Linker can help Region members to initiate access to these individuals.

In summary, I have described many sources of information to aid in technical assistance work. The following types of information can be gleaned from these diverse pools of data:

1. Site Specific Experiences
    a. How someone did it somewhere else.
    b. Resource materials generated from those experiences (brochures, questionnaires, curriculum).
    c. Resource materials from outside the site that the site uses in its experiences.
    d. Methods used by site people to collect supportive information within the sites.
    e. General context factors, e.g. ethnic, political.
2. Cross-Site Experiences
    a. Things that have and/or have not worked in more than one place. This information will provide support in planning and statements made in Regional situations, i.e. in the field, at CNS.
    b. Multiple perspectives (strategies) for doing a particular thing.
3. Resource materials other than the nine funded sites.
4. New information collected systemmatically in the network site through special operations.

The various sources of information needs and bodies of information have been described, and the next step is to discuss methods for using the bodies of information in order to respond to the information needs.

How to Use the Nine Site Data, People and Experiences

Case Studies. The case studies provide the initial entree point into utilization of the nine site data. The case studies can provide

the contextual understanding of the events, and give the user an historical perspective of site development and types of action initiated. In order to apply the experiences of the nine sites to other schools, the case studies must be read to achieve the following:

1. Maximizing exposure to segments of the case studies relevant to the technical assister's work in a school.
2. Discussion, understanding, and ultimately an incorporation of relevant case study material into action.

To achieve these objectives an individualized and informal reading of these case studies is probably insufficient for maximum impact of both the case study and the ultimate use of the nine site data. I would suggest that team members initiate a series of collective reading and discussion sessions along the following lines:

1. The TA/DOC Linker will have 'read' through each case study and have selected relevant sections, i.e. historical and contextual information, problem-solving pieces, open education, parent involvement, etc.
2. Each member of the Region reads selected sections of a case study and prepares a presentation to make to the Region.
3. Region members write 2-3 page papers on issues that have been generated in the case studies and are useful to the practitioners in District 21 and/or to Region team members.
4. Invite members of the DOC Team (RCs and Team Director) to team discussions of the case studies in order to answer questions and exchange insights.

5. Follow up with informal interaction with Doc Team members as it is found to be helpful.

Nine Funded Site Data Stored in the Computer. After Region members have a fundamental understanding of the nine funded sites, they can make use of the other forms of nine site data, i.e. field data forms, analytical logs and papers, site documents, and DOC people. The following will describe a method for using the computer, or more explicitly, inquiring of data collected by the Site Researcher that is now stored in the computer. The issue of using the field data forms outside of the computer will also be addressed; if it is not practical to make an inquiry, how does one obtain access to relevant information from the FDFs without wading through tons of paper.

An example of an event recorded on FDFs by one of the Site Researchers can be found in the appendix. The Research Coordinators developed a coding system for the data in order to support analysis and facilitate retrieval from the computer. Following is an outline of the steps involved in asking the computer a question, getting a response, and making the response viable.

1. A Region member generates a question(s) about an issue, e.g. how do one or more of the nine sites involve parents in decision making? Unfortunately, the computer cannot read this question directly; therefore, the above question has to be translated into the language of coding categories for which it is programmed to respond. The coding categories one may consider in translating the

question into computer language are of four types: content, actor, site and time. In the example above, parents are the actors, decision making is the content, and we want information from any of the nine sites at all times. We could have specified a particular time period, e.g. September 1975 - January 1977. Codebooks may be consulted for determination of appropriate coding categories.

2. The information request, referred to as an inquiry, is then given to the Data Manager who will do the work of submitting it to the computer. When the computer printout of information is received it may be reviewed in terms of the following. The printout has a table of contents that lists the various inquiries which were made of it, the bits (units of information) arranged chronologically by site and by event, and event identification headings. The terminology used will be explained in detail in data handling seminars.

4. Reading the data bits that make up the printouts is the most important and creative step.

   a. One must keep in mind that these units of information or data bits are parts of an event that was documented. For example, the Site Researcher may have observed and documented a faculty meeting and

one of the agenda items was parent involvement. The segment of the faculty meeting on parent involvement will be a data bit in the printout.

b. Another point to keep in mind while reading the printout is the original question you had prior to translation into coding categories.

c. Make notes next to the printout as you read the bits such as reminders to read certain entire event(s).

d. Sometimes it is helpful to cut and paste data bits as a way to categorize these units of information into new arrangements.

e. The number of times something occurred is a key to its significance; therefore, counting and summarizing is another useful approach to the data bits.

5. Next one may choose to locate events of which data bits are a part if they seem pertinent and more information is desirable.

a. Each FDF has an event identifier that includes the site, date of the event, recorder and page number.

b. The data processing section keeps a Library of FDFs. They are filed by site, and chronologically by event. These events can be xeroxed for use outside the Library since the original FDFs must always be maintained in the Library.

6. There may be a number of reasons for making additional inquiries.

   a. The combination of codes selected during the translation process may not have yielded any data bits from the computer. At this time, the inquirer should meet with the Data Manager, Coder(s), or TA/DOC Linker and Data Processing personnel to review the translation process and select different codes to improve on the articulation of the original question.

   b. New questions may be generated as a result of reading data bits from the printout, and/or events from the FDF Library.

   c. New questions, in general, will be developed from the TA work as new experiences are encountered and old experiences are perceived in new ways.

FDF's Not Stored in the Computer. In addition to reading FDFs that have been stored in the computer, one may be directed to specific FDFs by other members of the DTA system. For example, the DOC Team members may read about particular Regional activities, and suggest to the Region to read a particular set of FDFs, analytical logs, or an analytical paper on the subject. Region members may initiate discussion with the Site Researcher and/or other members of the Documentation Team about particular issues relevant to the TA work. One of the problems with using the FDFs which are not stored in the computer is that one must wade through so much paper in order to locate something that might be help-

ful. Methods are being proposed to solve this problem.

Analytical Logs. Analytical Logs differ from FDFs in that they do not contain data bits. Instead on analytical logs the site researcher documents at least three key events, and makes an analysis of one of the three events. The analytical logs are completed in narrative form, thereby making them more readable. (An example of a completed analytical log can be found in the appendix.) Additionally, all of the funded site documents collected by the site researchers will be centralized in the Chicago office.

NIE Project Officers. Unlike the usual stereotype, the School Capacity for Problem Solving project officers are committed to improving schools and demonstrate their commitment through substantive involvement with the sites and cooperation with DTA. They have shared and continued to share data about events that occurred prior to DTA's ability to document, and also about subsequent events. The Chicago Region members may view the Project Officers as a resource to provide not just information on the nine funded sites, but also information on other projects that are being funded by NIE's Local Problem Solving Unit.

DTA Site Researchers. Another vital body of information is the Site Researcher him/herself. Their role is an extremely demanding one and, unfortunately, for our purposes, they are not exclusively responding to the Technical Assistance work in DTA. Chicago Region members may consult the TA/DOC Linker if they wish to gain access to the Site Researchers. Site Researchers will also be available as consultants to facilitate linkage with TA efforts. The following five guidelines are sug-

gested to facilitate TA requests made of Site Researchers:

1. Ideally, the TA team member will have already examined all stored bodies of data, i.e., case studies, FDFs, etc., and they would have need for results beyond those found therein.
2. The information needs have been discussed with the TA/DOC Linker.
3. The TA/DOC Linker has checked with the Research Coordinators.
4. The above may be waived if there is a time emergency. Such a situation would be negotiated with the TA/DOC Linker.
5. After acceptable patterns of referral are established, it will not always be necessary for the TA/DOC Linker to initiate the contact with the Site Researcher.

The Site Researcher may respond to the Region's information needs in a variety of ways. Some of them may be:

1. If the information has been recorded. The Site Researcher can relate to the region members where it can be located, e.g. an event recorded on FDF 010603157675060.
2. The Site Researcher may have the information readily available, e.g. during a telephone conversation, or s/he may offer to write a 1-2 page memo in response to the request.
3. The Site Researcher may have to collect new information from the site. Depending on the complexity of the infor-

mation request, Region members need to consider the following items in communicating with the Site Researcher:

a. The time frame for supplying information, i.e., when you need the information and when the Site Researcher can provide it.

b. The type of information required and the amount of depth or detail desired.

c. The need to provide the Site Researcher with some feedback in the following areas:

-Quality of information
-Its utility and impact

The Site Researchers are also the links to people at the funded sites. All efforts to gain access to funded site people should be facilitated by the TA/DOC Linker who will work with the Site Researcher to develop the most practical approach for the site, as well as the Region. Linking with site personnel does not always mean for them to come to Chicago. We may encourage team members to visit the nine sites and benefit from having seen the school/community context which enriches the information acquired from the site personnel. Telephone and written communication may also be appropriate and are more usually possible in terms of cost.

CONCLUSION

In order to continue to test, analyze and further develop the suggestions in this paper, the use of information by the Chicago Region

needs to be carefully documented. Attached the reader will find a form for "Documenting the Use of Information". This form will provide DTA with a description of what information is used, when information is used, persons involved, etc. This documentation will be coordinated by the TA/DOC Linker. One purpose is to determine whether the team members draw on the aforementioned bodies of information for their technical assistance in District 21. It will be important for all team members to be cognizant of the need for tracking the approach described in this paper for developing and improving methods for utilizing information.

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APPENDICES

DTA FIELD DATA FORM Page 0 2

Project 0 1 Date of event 0 6 2 0 7 5 Recorder 7 4 0 1 0

Schools associated ___ Event _____ #

Setting __ Place ____ Codes for all bits in this event _____

Bit Serial	DATA	COMMENT
04	Gray asked each of the participants to explain a little of their background and how they became involved in Self-Development. After each participant discussed their own interest and involvement in the program, Gray passed out resumes of participants. Gray explained that the discussion and the passing of resumes was an attempt for participants to familiarize themselves with the background and talents of others.# A60000, 90410, 90440, 90140, 90500 C	Participants seemed very receptive to the techniques proposed by Gray.# B
05	Filmore stated that in trying to develop a specific structure and in order to have specific tasks and responsibilities, Harold Johnson (Board of Education) could be a good resource person in terms of developing a contact with day-to-day needs of the schools. Gray agreed that Harold could serve an essential role.# A60190, 60210, 60000, 19200, 91300, 90330, 91000C	It appears as though Filmore is attempting to involve his staff in day to day operations of Self-Development.# 90810B
06	Filmore stated that a principal is needed in the support group -- "Since the group above us is a more powerful group."# A60190, 90430, 92100C	It appears as if Filmore is attempting to make the support team more powerful by involving Board of Education personnel.# 90810, 92100, 54020 B

ANALYTICAL LOG

Project: Open Corridor Project
Event Title: Incident between principal and parent, following meeting of Black Parents Union

Date: January 27, 1977

Description of Event:

As the planning meeting for Black History month was being concluded, the Hispanic Principal of ps XY entered the Parents Room (the door is always open) accompanied by a child. The principal announced that the child had "got into a fight" in the lunchroom. The parent, (whose child this was) rose and prepared to join the principal. He said "this is the third time we have had an incident in the lunchroom involving this child." The mother denied that there had been an incident involving her son. She added "Mr. X. you do not want me in the school. From the very beginning you have not wanted me in this school." She continued "If I am going to have a meeting with you, I want somebody in the PA (parent association) to be there." He said "I am not going to stand here being accused by parents. I want to be sure that there is a PA member present. There was silence among the parents. The PA President, who was in the room at the time, offered to go with her, her son and the principal. They left. Parents briefly discussed the principal's lack of positive relationships with parents. One parent said "He is impossible." About twenty minutes later, the PA President returns and said that the mother had gone home taking her son with her. One of the parents said she would call SR immediately at home. The PA President did not go into any details, but she said "every parent needs protection." She added that some parents had gone into the lunchroom to take issue with this particular child for allegedly "teasing" one of their children. Parents were angered by the fact that the parents had entered the school for this purpose. They felt this matter should have been the focus of the principal's attention rather than the mother or her child.

Codes:

DOCUMENTING THE USE OF INFORMATION

DTA Chicago Region

Recorder Yvonne King Date of Recording 1/26/77

Description of Information Used Two resource people from one of the 9 sites conducted a seminar. They brought written materials and a film.

Reason for Information Need A 90 minute seminar for the teachers and parents of the Open Corridor program at Ross.

Source of Information:

a. Nine Funded Sites (please identify) Responsive Education site. We are beginning to dialogue with one of the Responsive Education Teacher Advisors.

b. Other

Individuals Involved:

a. Chicago Region (name & role) Yvonne - TA/DOC Linker
Chitra - SR for Responsive Education site

b. Other Components of DTA (name & role)

c. Site Personnel (nine funded & Network)

DOCUMENTING THE USE OF INFORMATION
(continued)

d. Other Than Above _____

OTHER COMMENTS: I initiated the call to Chitra. Along with discussing the communications between the Region and a teacher advisor, we talked about the development of the Parent Resource Center at PS XY and a dynamic Black parent at the same school. Chitra informed me of the development of the Parent Resource Center at PS XY. She did a tape describing in more detail the development and operation of the Parent Resource Center, and forwarded this info to Betty, TA Specialist in Oakland. I intend to ask Betty to make a copy of the tape for the Chicago Region. Chitra may be coming into Chicago for a professional conference the second week of February, and will meet with the Region during her stay.

3/8/77

Received tape on Parent Resource Center from Oakland today. Tape was made in NY by Responsive Education SR. Will try to listen to it soon and feed information to TA Specialists.